



Standards Based Map

4th Grade ELA

Timeline	NxG Standard(s)	Student I Can Statement(s) / Learning Target(s)	Essential Questions	Academic Vocabulary	Strategies / Activities	Resources / Materials	Assessments	Notes / Self – Reflection
	<p>ELA.4.R.C1.1: refer to details and examples in literary text when explaining what the text says explicitly and when drawing inferences</p> <p>ELA.4.R.C1.2: determine a theme of a story drama or poem from details in the literary text; summarize the text</p> <p>ELA.4.R.C1.3: describe in depth a character, setting, or event in a story or drama drawing on specific details in the literary text</p> <p>ELA.4.R.C2.1: determine the meaning of words and phrases that are used in literary text including those that allude to significant characters found in mythology</p> <p>ELA.4.R.C2.2: explain major differences between poems, drama, and prose and refer to the structural elements of poems and drama when writing or speaking about literary text</p> <p>ELA.4.R.C2.3: compare and contrast</p>	<p>I can explain a story by referring to details and examples in the text.</p> <p>I can figure out the theme of a piece of fiction by thinking about the details in the text.</p> <p>I can summarize a piece of fiction in my own words.</p> <p>I can use specific details in a story to help me describe a character, setting or event in the story.</p> <p>I can figure out the meanings of words and phrases an author uses.</p> <p>I can understand words that may be derived from characters found in mythology</p> <p>I can write and talk about the differences between poems, plays and fictional stories.</p> <p>I can refer to specific elements of poems (verse, rhythm, meter) and plays (characters, settings, descriptions, dialogue, stage directions) when I write or talk</p>	<p>R.C1.1-Why is it necessary to refer to detail and examples in a text when explaining what it means?</p> <p>R.C1.2-What is the difference between the theme and the main idea of a piece?</p> <p>R.C1.3-How do authors use story elements to raise questions and influence our thinking?</p> <p>R.C2.1-How do good readers use context to generate meaning?</p> <p>R.C2.2-How can text structure aid the reader in differentiating between poetry,</p>	<p>Inferences, theme, summarize, describe, allude, mythology, prose, compare, contrast, first-person narration, third-person narration, visual, oral presentation, description, roots, affixes, multisyllabic words, accuracy, fluency, comprehension, poetry, rate, expression, narrative, narrator, sequence, dialogue, transitional words, conclusion,</p>	<p>Read, Cover, Remember, Retell; GIST; Capture This; I Have, Who Has; Flip Books; Inference Bags; Literature Circles; Novel Units; Webquests; close reading; read alouds; PIE- author’s purpose; balanced literacy; tumble books;</p>	<p>Class sets of novels; dictionaries and thesauruses; Readworks.org; readwritethink.org; Edmodo; storynory.com;</p>	<p>Selected response, written response, short answer, essay, performance assessment, product assessment, interview, oral exam, discussion, anecdotal notes, collaborative projects, teacher observations</p>	

	<p>the point of view from which literary text are narrated including the difference between first and third person</p> <p>ELA.4.R.C3.1: make connections between the text of a story or drama and a visual or oral presentation of the literary text</p> <p>ELA.4.R.C3.2: compare and contrast similar themes and topics and patterns of events in various forms of literary text from different cultures</p> <p>ELA.4.R.C4.1: by the end of the year read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range</p> <p>ELA.4.R.C7.1: know and apply grade-level phonics and word analysis skills in decoding words</p> <p>ELA.4.R.C8.1: read with sufficient accuracy and fluency to support comprehension</p> <p>ELA.4.W.C9.3: write narratives to develop real or imagined experiences or events using effective technique,</p>	<p>about a piece of fiction.</p> <p>I can compare and contrast different stories by thinking about the different points of view.</p> <p>I can tell the difference between first- and third- person narrators.</p> <p>I can make connections between a written text and visual or oral presentation of the same text.</p> <p>I can compare and contrast similar themes and events in stories, myths and traditional literature from different cultures.</p> <p>I can read and understand fourth grade literature.</p> <p>I can read and understand root words that also have prefixes or suffixes.</p> <p>I can read unfamiliar words that have more than one syllable</p> <p>I can use context to check my understanding of fourth grade text, and reread if necessary</p> <p>I can read with sufficient accuracy and fluency to support comprehension</p>	<p>prose and drama?</p> <p>R.C2.3 How does the point of view of a story affect the plot?</p> <p>R.C3.1-How does making a connection between the text and a presentation of the text enhance my understanding of the text?</p> <p>R.C3.2-How can a reader compare and contrast similar themes and topics from literary text?</p> <p>R.C4.1-What strategies do good readers use every time they read to comprehend?</p> <p>R.C7.1-What strategies do good readers use to decode words?</p> <p>R.C8.1-What strategies do good readers use to support comprehension?</p>	<p>audience, revise, edit, publish, collaborate, evidence, paraphrase, adverbs, prepositional phrase, fragment, quotation marks, comma, compound sentence, dictionary, glossary, thesaurus, pronunciation, figurative language, nuance, simile, metaphor, idiom, adage, proverb, antonym, synonym,</p>				
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	<p>descriptive details and clear event sequences</p> <p>ELA.4.W.C10.1: produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience</p> <p>ELA.4.W.C10.2: with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing</p> <p>ELA.4.W.C10.3: with some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting</p> <p>ELA.4.W.C11.3: draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>ELA.4.W.C12.1: write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting</p>	<p>I can write stories using a clear sequence of events and descriptive details</p> <p>I can produce clear, developed and organized writing.</p> <p>I can write for different purposes, audiences and topics.</p> <p>I can plan, revise and edit my writing with the help of peers and adults.</p> <p>I can use technology to create pieces of writing and to interact and share ideas with others</p> <p>I can use appropriate keyboarding skills to type one page of my writing at a time, in a single sitting.</p> <p>I can gather evidence from all my reading to support my writing</p> <p>I can write on a regular basis with stamina for different tasks, purposes, and audiences</p> <p>I can interact effectively in collaborative discussions with diverse partners on <i>grade 4 topics and texts</i></p> <p>I can paraphrase text read aloud</p>	<p>W.C9.3-How do writers engage their readers by sharing personal or imagined experiences? How does the audience influence the format of your writing? How does the purpose influence the format of your writing?</p> <p>W.C10.1-How does the audience influence the format of your writing? How does the purpose influence the format of your writing?</p> <p>W.C10.2-Why do all authors need to edit their pieces?</p> <p>W.C10.3-How does technology aid in the publishing process?</p> <p>W.C11.3-How can a writer use evidence to</p>					
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	<p>or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p> <p>ELA.4.SL.C13.1: engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly</p> <p>ELA.4.SL.C13.2: paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</p> <p>ELA.4.SL.C13.3: identify the reasons and evidence a speaker provides to support particular points</p> <p>ELA.4.L.C15.1: demonstrate command of the conventions of Standard English grammar and usage when writing or speaking</p> <p>ELA.4.L.C15.2: demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing</p> <p>ELA.4.L.C16.1: use knowledge of</p>	<p>or information presented to me</p> <p>I can identify the reasons a speaker gives to support his/her points</p> <p>I can use relative pronouns and relative adverbs correctly when I speak or write</p> <p>I can correctly write and use progressive verb tenses</p> <p>I can use auxiliary words to show different conditions</p> <p>I can correctly order adjectives within sentences according to conventional standard English</p> <p>I can correctly write and use prepositional phrases</p> <p>can write complete sentences</p> <p>I can recognize inappropriate sentence fragments and run on sentences</p> <p>I can correctly use frequently confused words</p> <p>I can correctly use capitalization in all of my writing</p> <p>I can use commas and quotation marks appropriately in dialogue</p> <p>I can correctly use a comma and conjunction when connecting two simple sentences</p>	<p>support analysis, reflection and research?</p> <p>W.C12.1-How does the audience influence the format of your writing? How does the purpose influence the format of your writing?</p> <p>SL.C13.1-How does effective engagement in a collaborative discussion about a topic or text increase my understanding about a topic or text ? How does listening to others' ideas and opinion increase my understanding of a topic or text?</p> <p>SL.C13.2-How can the speaker demonstrate their learning through paraphrasing information from</p>					
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	<p>language and its conventions when writing, speaking, reading, or listening</p> <p>ELA.4.L.C17.1: determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies</p> <p>ELA.4.L.C17.2: determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies</p> <p>ELA.4.L.C17.3: acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic</p>	<p>I can use an appropriate reference to help me spell fourth grade words.</p> <p>I can choose interesting words and phrases to help others understand my ideas better</p> <p>I can choose various punctuation to help me convey different moods</p> <p>I can figure out when I need to use formal speech and when I can use informal speech</p> <p>I can determine the meanings of unknown multiple-meaning words by using context clues</p> <p>I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots</p> <p>I can use print and computer dictionaries to help me find the pronunciations and clarify meanings of new words or phrases.</p> <p>I can understand figurative language, word relationships and small shades of differences in word meanings</p> <p>I can explain the meaning of simple similes and metaphors in</p>	<p>text or other formats?</p> <p>SL.C13.3-How does a speaker use reasons and evidence to support their points?</p> <p>L.C15.1-How do we use the English language appropriately to speak and write?</p> <p>L.C15.2-How do we use the English language appropriately to speak and write?</p> <p>L.C16.1-What difference does using proper conventions and grammar make on what I write and speak?</p> <p>L.C17.1-How does the context affect the meaning of certain (multiple-meaning) words?</p> <p>L.C17.2-How does an author's use of figurative language affect a piece of</p>					
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		<p>context</p> <p>I can recognize and explain the meaning of common idioms, adages and proverbs</p> <p>I can understand words by relating them to their antonyms and synonyms</p> <p>I can figure out and use fourth grade words that show specific actions, emotions or states of being.</p> <p>I can figure out and use fourth grade words that are centered around a specific topic.</p>	<p>writing?</p> <p>L.C17.3-How do I find and accurately use grade-appropriate words and phrases to demonstrate my understanding of a topic?</p>					
Timeline	NxG Standard(s)	Student I Can Statement(s) / Learning Target(s)	Essential Questions	Academic Vocabulary	Strategies / Activities	Resources / Materials	Assessments	Notes / Self – Reflection
	<p>ELA.4.R.C1.4: refer to details and examples in informational text when explaining explicitly and when drawing inferences</p> <p>ELA.4.R.C1.5: determine main idea of informational text and support with details; summarize</p> <p>ELA.4.R.C1.6: explain events</p>	<p>I can explain what a piece of nonfiction teaches me by referring to details and examples in the text</p> <p>I can figure out the main idea in nonfiction by thinking about the details in the text</p> <p>I can summarize a piece of nonfiction in my own words</p>	<p>R.C1.4-Why is it necessary to refer to details and examples in a text when explaining what it means?</p> <p>R.C1.5-How can supporting details help a reader determine the</p>	<p>Inference, summarize, procedure, informational text, chronology, firsthand account, secondhand account,</p>	<p>Alpha box; GIST; Read, Cover, Remember, Retell; KWL; Flipbooks; close reading; cooperative groups; guided reading groups;</p>	<p>Brainpop.com; edhelper.com; readworks.org; scholastic.com/teacher/story-starters;</p>	<p>Selected response, written response, short answer, essay, performance assessment, product assessment,</p>	

	<p>procedures, ideas, or concepts in historical, scientific, or technical text</p> <p>ELA.4.R.C2.4: determine the meaning of words in informational text</p> <p>ELA.4.R.C2.5: describe the structure of events, ideas, concepts, or information in informational text</p> <p>ELA.4.R.C2.6: compare/contrast firsthand and secondhand account of the same event or topic</p> <p>ELA.4.R.C3.3: interpret information presented visually, orally, or quantitatively (charts, graphs, diagrams, timelines, etc.)</p> <p>ELA.4.R.C3.4: explain how an author uses reasons and evidence to support points in informational text</p> <p>ELA.4.R.C3.5: integrate information from two informational texts on the same topic in order to write or speak about the subject</p> <p>ELA.4.R.C4.2: read and comprehend informational texts, (history/social studies, science, technical texts) in the grades 4-5 complexity band proficiently</p>	<p>I can explain why and how events, procedures, ideas or concepts in historical, scientific or technical texts happened by using the information presented</p> <p>I can understand the meanings of words and phrases in fourth grade science and social studies texts</p> <p>I can describe how various forms of nonfiction are structured</p> <p>I can compare and contrast a firsthand and secondhand account of the same event or topic</p> <p>I can interpret and use information from charts, graphs, diagrams, time lines, animations or other internet presentations to understand nonfiction</p> <p>I can explain how an author uses reasons and evidence to support particular points in a text</p> <p>I can use information from two different texts on the same topic to help me write or speak knowledgeably about the topic.</p> <p>I can read and understand root words that also have prefixes or suffixes</p>	<p>main idea of a text? How is the main idea used to help reader summarize? R.C1.6-How do you interpret important ideas, events, procedures and concepts when reading nonfiction? R.C2.4-How does the vocabulary related to my unit of study help me better understand the concept? R.C2.5- How does the overall structure of non-fiction affect its meaning? R.C2.6- How does point of view affect the recount of the focus and information of the same event or topic? R.C3.3-How do various</p>	<p>interpret, interactive elements, evidence, integrate, syllabication, roots affixes, multisyllabic words, accuracy, fluency, comprehension, rate, expression, opinion, informative/explanatory, multimedia, comprehension, audience, revise, edit, publish, research, relevant information, print sources, digital sources, evidence, paraphrase, audio recording, visual display, presentation, adverb, prepositional phrase, fragment, quotation</p>	<p>balanced literacy; graphic organizers; THIEVES; QAR; tumble books;</p>		<p>interview, oral exam, discussion, anecdotal notes, collaborative projects, teacher observations</p>	
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	<p>ELA.4.R.C7.1: know and apply grade-level phonics and word analysis skills in decoding words</p> <p>ELA.4.R.C8.1: read with sufficient accuracy and fluency to support comprehension</p> <p>ELA.4.W.C9.1: write opinion pieces on topics or texts, supporting a point of view with reason and information</p> <p>ELA.4.W.C9.2: write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p>ELA.4.W.C10.1: produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience</p> <p>ELA.4.W.C10.2: with guidance and support from peers/adults, develop and strengthen writing by planning, revising, and editing</p> <p>ELA.4.W.C10.3: with some guidance and support from adults, use technology, including internet, to produce and publish writing and collaborate with others; demonstrate</p>	<p>I can read unfamiliar words that have more than one syllable.</p> <p>I can use context to check my understanding of fourth grade text, and reread if necessary</p> <p>I can use my point of view with reasons to share my opinion</p> <p>I can clearly write to inform and to explain my ideas.</p> <p>I can produce clear, developed and organized writing.</p> <p>I can write for different purposes, audiences and topics</p> <p>I can plan, revise and edit my writing with the help of peers and adults</p> <p>I can use technology to create pieces of writing and to interact and share ideas with others</p> <p>I can use appropriate keyboarding skills to type one page of my writing at a time, in a single sitting.</p> <p>I can conduct short research projects to help me learn about topics</p> <p>I can research and use what I</p>	<p>presentations of information affect the learner’s understanding of the text?</p> <p>R.C3.4-How does an author use reasons and evidence to support particular points in a text?</p> <p>R.C3.5-How does a good reader combine information from various sources about the same topic to demonstrate understanding of the topic?</p> <p>R.C4.2-What strategies do good readers use every time they read to comprehend?</p> <p>R.C7.1-What strategies do good readers use to decode words?</p> <p>R.C8.1-What strategies do good readers use to support</p>	<p>marks, comma, compound sentence, dictionary, glossary, thesaurus, pronunciation, figurative language, nuance, simile, metaphor, idiom, adage, proverb, antonym, synonym</p>				
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	<p>keyboarding skills to type 1 page in 1 sitting</p> <p>ELA.4.W.C11.1: conduct short research projects that build knowledge through investigation of different aspects of a topic</p> <p>ELA.4.W.C11.2: recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources</p> <p>ELA.4.W.C11.3: draw evidence from informational texts to support analysis, reflection, and research</p> <p>ELA.4.W.C12.1: write routinely over extended time frames for a range of tasks, purposes, and audiences</p> <p>ELA.4.SL.C13.1: engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts.</p> <p>ELA.4.SL.C13.2: paraphrase portions of a text read aloud or information presented in diverse media and formats</p> <p>ELA.4.SL.C13.3: identify the reasons</p>	<p>have experienced to gather information</p> <p>I can take notes to help me organize the research in my writing</p> <p>I can provide a list of sources that I used for gathering information</p> <p>I can gather evidence from all my reading to support my writing</p> <p>I can write on a regular basis with stamina for different tasks, purposes, and audiences</p> <p>I can effectively participate in different types of discussions and with different people</p> <p>I can build on others' ideas and express my own ideas clearly</p> <p>I can come to discussions prepared to participate because I have studied appropriate materials</p> <p>I can use my preparation to explore new ideas about a topic during a discussion</p> <p>I can follow agreed-upon rules for discussion and carry out my assigned role</p> <p>I can ask and answer questions</p>	<p>comprehension?</p> <p>W.C9.1-How do writers engage their readers by using opinion pieces to examine a topic and convey ideas and information? How does the audience influence the format of your writing? How does the purpose influence the format of your writing?</p> <p>W.C9.2-How do writers engage their readers by using informative/explanatory texts to examine a topic and convey ideas and information? How does the audience influence the format of your writing?</p> <p>W.C10.1-How does the audience influence the format of your</p>					
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	<p>and evidence a speaker provides to supports particular points</p> <p>ELA.4.SL.C14.1: report on a topic or text, using appropriate facts and details; speak clearly at an understandable pace</p> <p>ELA.4.SL.C14.2: add audio recordings and visual displays to presentations to enhance the development</p> <p>ELA.4.SL.C14.3: differentiate between contexts that call for formal English and situations where informal discourse is appropriate.</p> <p>ELA.4.L.C15.1: demonstrate command of conventions of English grammar and usage when writing or speaking</p> <p>ELA.4.L.C15.2: demonstrate command of conventions of English capitalization, punctuation, and spelling when writing.</p> <p>ELA.4.L.C16.1: use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <p>ELA.4.L.C17.1: determine or clarify the meaning of unknown and</p>	<p>to help me understand discussions, stay on topic and that contribute to others' ideas and remarks</p> <p>I can think about what is discussed and explain any new thinking that I have</p> <p>I can paraphrase text read aloud or information presented to me</p> <p>I can identify the reasons a speaker gives to support his/her points.</p> <p>I can report on a topic or tell a story with correct and appropriate facts and details to support my main idea</p> <p>I can speak clearly and at an understandable pace</p> <p>I can create engaging audio recordings or visual displays to help me show main ideas or themes when necessary</p> <p>I can figure out when to use standard formal English and when I can use informal English.</p> <p>I can use relative pronouns and relative adverbs correctly when I speak or write</p> <p>I can correctly write and use</p>	<p>writing?</p> <p>How does the purpose influence the format of your writing?</p> <p>W.C10.2-Why do all authors need to edit their pieces?</p> <p>W.C10.3-How does technology aid in the publishing process?</p> <p>W.C11.1-How do good readers and writers use a research process to find and share information?</p> <p>W.C11.2-What can I use to find what I need and where are the sources located?</p> <p>How can I find information within sources and take notes?</p> <p>W.C11.3-How can a writer use evidence to support analysis, reflection and research?</p>					
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	<p>multiple-meaning words and phrases based on grade 4 reading and content.</p> <p>ELA.4.L.C17.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <p>ELA.4.L.C17.3: acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic</p>	<p>progressive verb tenses</p> <p>I can use auxiliary words to show different conditions</p> <p>I can correctly order adjectives within sentences according to conventional standard English</p> <p>I can correctly write and use prepositional phrases</p> <p>I can write complete sentences</p> <p>I can recognize inappropriate sentence fragments and run on sentences</p> <p>I can correctly use frequently confused words</p> <p>I can correctly use capitalization in all of my writing</p> <p>I can use commas and quotation marks appropriately in dialogue</p> <p>I can correctly use a comma and conjunction when connecting two simple sentences</p> <p>I can use an appropriate reference to help me spell fourth grade words.</p> <p>I can choose interesting words and phrases to help others understand my ideas better</p> <p>I can choose various punctuation to help me convey different</p>	<p>W.C12.1-How does the audience influence the format of your writing? How does the purpose influence the format of your writing?</p> <p>SL.C13.1-How does effective engagement in a collaborative discussion about a topic or text increase my understanding about a topic or text ? How does listening to others' ideas and opinion increase my understanding of a topic or text?</p> <p>SL.C13.2-How can the speaker demonstrate their learning through paraphrasing information from text or other formats?</p> <p>SL.C13.3-How</p>					
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		<p>moods</p> <p>I can figure out when I need to use formal speech and when I can use informal speech.</p> <p>I can determine the meanings of unknown multiple-meaning words by using context clues</p> <p>I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots</p> <p>I can use print and computer dictionaries to help me find the pronunciations and clarify meanings of new words or phrases</p> <p>I can understand figurative language, word relationships and small shades of differences in word meanings</p> <p>I can explain the meaning of simple similes and metaphors in context</p> <p>I can recognize and explain the meaning of common idioms, adages and proverbs</p> <p>I can understand words by relating them to their antonyms and synonyms</p> <p>I can figure out and use fourth</p>	<p>does a speaker use reasons and evidence to support their points?</p> <p>SL.C14.1-What strategies does an effective speaker use?</p> <p>SL.C14.2-How does adding audio and visual aspects to a presentation enhance the overall quality of the presentation?</p> <p>SL.C14.3-How can a speaker/writer differentiate between situations that call for the use of formal English vs.situations that call for the use of informal English?</p> <p>L.C15.1-How do we use the English language appropriately to speak and write?</p> <p>L.C15.2-How do we use the English language</p>					
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		<p>grade words that show specific actions, emotions or states of being</p> <p>I can figure out and use fourth grade words that are centered around a specific topic</p> <p>I can determine the meanings of unknown multiple-meaning words by using context clues</p> <p>I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots</p> <p>I can use print and computer dictionaries to help me find the pronunciations and clarify meanings of new words or phrases</p> <p>I can understand figurative language, word relationships and small shades of differences in word meanings</p> <p>I can explain the meaning of simple similes and metaphors in context</p> <p>I can recognize and explain the meaning of common idioms, adages and proverbs</p> <p>I can understand words by relating them to their antonyms and synonyms</p>	<p>appropriately to speak and write?</p> <p>L.C16.1-What difference does using proper conventions and grammar make on what I write and speak?</p> <p>L.C17.1-How does the context affect the meaning of certain (multiple-meaning) words?</p> <p>L.C17.2-How does an author's use of figurative language affect a piece of writing?</p> <p>L.C17.3-How do I find and accurately use grade-appropriate words and phrases to demonstrate my understanding of a topic?</p>					
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		<p>I can figure out and use fourth grade words that show specific actions, emotions or states of being</p> <p>I can figure out and use fourth grade words that are centered around a specific topic</p>						
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